

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Data Analysis

4.1.1. Documentary Study

Document evaluated was a English textbook titled *Stairway* (Dewi, Djatmika, & Priyanto, 2015). It has been used as a primary textbook and learning material by the teacher and students. The book was examined with questions modified from objective analysis (Hutchinson & Water, 1987) and evaluation check-list (Cunningsworth, 1984) (*see appendix 1*). Beside those general criteria, more specific criteria used from local criteria (Thomlinson, 2012) (*see appendix 2*). The evaluation was done merely from second semester of the book; Chapter 8 to 13.

The result of analysis from general criteria as follows:

a). The target of the book

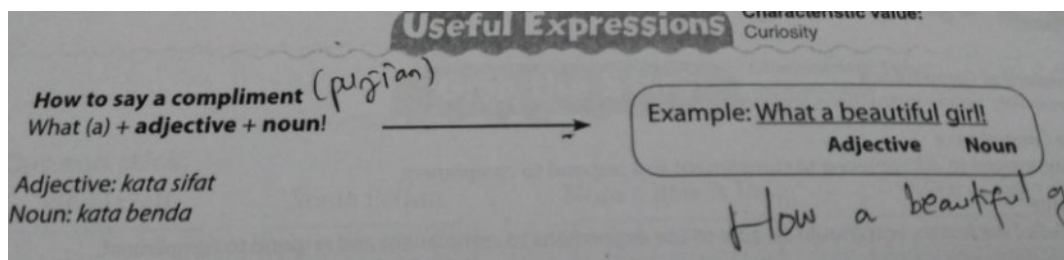
The audience is explicitly stated in the preface. *Stairway* has intended for students of year four.

b). The aims of the material

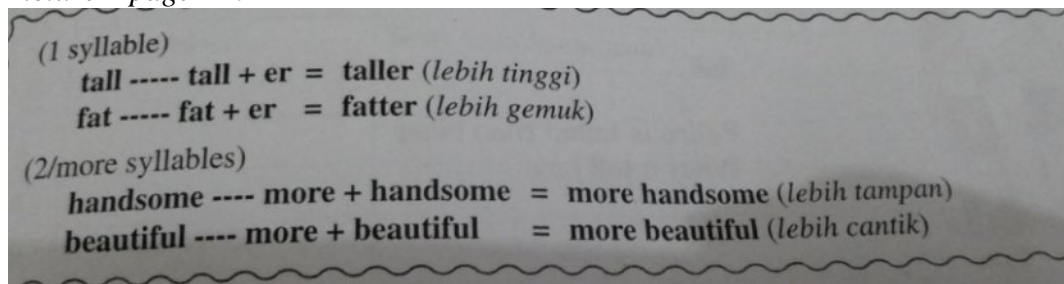
As preface stated, *Stairway* is designed to introduce English to the student and to familiarize them to use the language step by step just like stairway during their critical period of learning a language.

c). The components of language

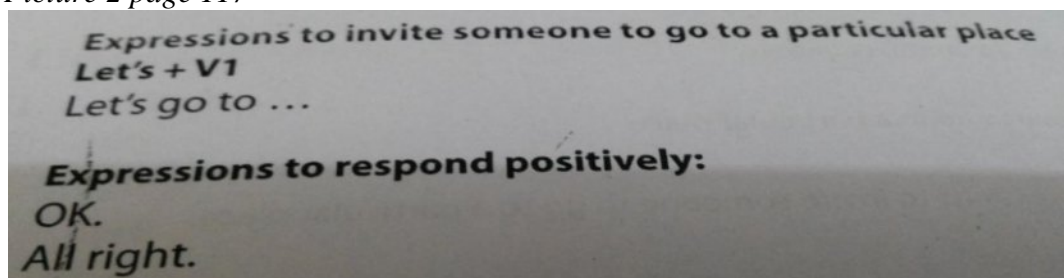
Stairway covers language points of vocabularies and functions area. In vocabularies area, each chapter introduces Glossary section (p. 121, 136, 150, 165, 177, 192). The book is also enriched by expressions related to language functions for greeting, introducing, asking for something, asking someone to do something, asking for and giving apology, telling someone not to do something, etc. There is a Useful Expression section (p. 116, 128, 144, 158, 172, 183) and some dialogues as examples in each chapter. There is hardly language point of structure. Only three particular structure in Useful Expression (p. 116, 117, & 128) within six chapters and in measly explanation.



Picture 1 page 116



Picture 2 page 117



Picture 3 page 128

d). The text-types included in the material

There are some short stories (p. 120, 129, 160, 173, 197) and short descriptive texts are provided in Around the World section in each chapter. However, only one song (p. 134) given throughout six chapters. Simple functional texts are also included like advertisement (p. 135), message (p. 147), and procedural (p. 150). Many visual texts and very short dialogues/conversations are also provided. Lastly, phonetic transcription used in each listening activity because there is no spoken language or audio file provided.

e). The content organisation and sequence

Chapter	Topic
8	What a Tall Boy!
9	Let's Go to the Lake!
10	Thank You for the Candies
11	What Time is It?
12	When were You Born?
13	I Think so

Second semester of the book consists six chapters; Chapter 8 to 13, and four expansion units; listening, speaking, reading writing. Each of the main units follows a format consisting of the following sections:

Come On – motivation or advise related to the topic.

Concept Map – describes all lessons presented in the capter.

Passwords – important words related to the topic.

Standard of Competence, Basic Competence, and Objectives – confirm the relevance with the curriculum (2006).

Exercise – presents tasks to reach level of competence needed.

Grab The Stars and Let Us Try – stimulate interest and independence.

Useful Expression – expressions summary.

Around the World – general knowledge.

Fun Time – stimulates creativity.

Glossary – presents vocabularies.

Chapter's Review and *Semester's Review* – analyzes students competence.

Reflection – measures students comprehension.

(Stairway's Guidelines: iv)

The topics and content are not sequenced in a logical way or difficulty. In preface, it is stated although the units are arranged in such a flow, teachers have right to organize and develop the teaching and learning process according to the need of the class.

f). The exercise/tasks types provided in the material

Tasks are not merely given in Exercise section. Four expansion units cover all tasks. The tasks are presented based on the skill in the expansion unit. For instance, students have to complete the sentences (p. 132) in subchapter Writing, to say the compliments (p. 115) in subchapter Speaking, to listen and repeat (p. 141) in subchapter Listening, and to read short text in subchapter Reading. Chapter's Review is provided at the end of chapter in each chapter to check students competence after doing the tasks.

g). The presentation of new language presented

New languages are presented with pictures or illustrations. The illustrations help students guess meaning. There is also Glossary section which provides some new languages with the meaning in students first language.

h). The learning technique used in th material

Mostly technique used is individual work. Within six chapters, one activity (p. 185) involves teamwork and pair-work is done when acting out the examples of expressions or conversations. Some the examples instructed to be read and listened and repeated.

i). The teaching of meaning

Lexical meaning is taught through the illustrations or pictures. Some new words are defined in students first language in Glossary section. Mostly meaning taught in individual word. Grammatical meaning is taught very implicitly through sentences or expressions. Hardly explicit explanation about the structure and the use given throughout six chapters.

j). The aids and guidance provided in the material

The aids provided in the form of puzzles (p. 113, 142, 183), flashcards (p. 126, 145), and crossword puzzle (p. 163). Unfortunately, audio CD/cassette is not provided. Some listening activities use the Tape Script (p. 202) and phonetic transcription (p. 113, 125, 141, 155, 169, 181) without any authentic audio or spoken language. Students are expected to recognize the pronunciation through the transcriptions demonstrated by teacher. Although there is no teacher's book or manual, *Stairway* provides Guidelines which explains how to use the book.

Next, the result of analysis from local criteria. Local criteria used in particular learners in particular circumstances (Tomlinson, 2012). Here, the criteria specific to the young learners' context. The young learners' interest focused on songs, stories, and games.

The games were unlikely to interest the learners. The games are merely in the form of puzzle and have to be done in individual work. Those seem like monotonous games for young learners. Moreover, the song was unlikely to interest the learners as well. There is merely one song included. It is already known by the learners because it was a translation of their first language song. It also went for the stories. The stories were unlikely to interest the learners as well. The stories seem like boring because nothing special feature that attract learners attention or interest like funny characters and plot.

Related to grammar understanding, the book less help learners develop their understanding. It provides measly explanation and exercise about the structure and the use. Two sections tell a small amount of grammar. Grammatical meaning is taught indirectly and implicitly through expressions without the structure explanation before or after. There is no grammar exercise provided which teaches learners the use of the structure like an grammatical order within an sentence.

Furthermore, considering the use of songs and stories as medium, the pronunciation and vocabularies can be a concern as well. The book adequately help learners enrich their vocabularies. Mostly new words accompanied by the illustrations or pictures. Moreover, Glossary section is provided in each chapter. However, it is quite disappointed in pronunciation aspect. Learners will be able to pronounce words well if they have heard how the words are pronounced before. However, there is no authentic spoken language as input or as guidance of proper pronunciation. Phonetic transcription is adequately

provided in each listening action but young learners can not read that. Spoken language given by the teacher can not be an authentic input.

In addition, the textbook used is likely to match with the syllabus. Stairway book based on curriculum KTSP and the syllabus implements the curriculum as well. The Basic Competences in the curriculum and syllabus considered as aims/objectives of the book or learning materials. For instance, Chapter 9 has Objective: In the end of lesson, you should be able to respond to expressions of thanking people and reply to thanks. That objective based on the Basic Competence: Respond to very simple expressions to express gratitude and respond (6.5) (*see appendix 6*). Still, the syllabus considered audio file as authentic input of spoken language. Furthermore, the syllabus, in learning activities, suggests language structures discussions related to the functions/expressions being taught.

4.1.2. Interview

Interview done to examine teacher's experience of using the textbook and teaching English grammar for the fourth graders. The recording was transformed to textual form. (*see appendix 3*)

The answers indicated that the teacher use the book (Starway) because she felt it is already suitable with students' characteristic. However, she believed there is part need to be developed. It was revealed in the next answer. She had to find games in other resources in the internet. Whereas, she believed

songs, stories, and games as medium to transfer the understanding can help students grasp the lesson easily.

Moreover, she believed that presenting a lesson integrated with a medium and thematically can make the lesson more clear and detailed. In other words, it is able to give double advantages. Regarding to the theme, she suggested to relate the lesson with the theme, starting with the closest theme with students' life.

In structure matter, if it is about to be taught, the teacher suggested to teach it not as focus of teaching and learning English. It is because she assumed that students will be afraid of making mistake while focusing on using grammar correctly. If the structure is about to be taught, it should be explicit and as supplement so that students can memorize easily. It is supported with a case in which the students who got structure lesson in extra course are more superior in classroom.

Furthermore, she assumed that the taught structure in the book was not appropriate yet. The book gave less explanation about structure and its use so that students knew less about what and how grammar is. Because of the less explanation, she had to give the students notes about the structure and exercises to deepen the understanding.

4.1.3. Questionnaires

Questionnaires were distributed to 25 students because there were two absent students. They were given ten simple questions (*see appendix 4*). When

distributing the questionnaire, the students still looked confused because the simple questions are too general. They seemed to need more explanation for each question. Thus, they were guided one question after another while answering.

First question is to check students interest towards English lesson. For this question, all students answered confidently without any explanation or guidance that they love learning English. They have positive attitude towards English. Next questions related to song, stories, and games.

22 students answered they love learning through song and three students said no. The three students said no because they felt the class was too noisy while all students singing. They felt annoyed. All students answered they had learnt English through song. Although without any explanation or guidance, they looked confused for a moment due to recall all learning activities they had undergone.

In the stories interest, 24 students said yes and one said no. The one student did not mention any reason. However, the 24 students looked confused for a moment and wondered what kind of stories meant. After they had told that it could be fable or descriptive stories, they could answer yes. After getting in the previous question, all students said they have learnt English through stories.

Regarding games, 21 students excitedly answered they love learning through games., three said no, and the rest no answer. The 'yes' students

answered the games they had played and had thought were electronic games like in the most gadget. After explaining what games meant in this case, most students admitted had not learnt through games. Still, some students doubtfully answered yes after recalling all learning activities they had undergone

Asking about grammar, all students answered they did not know if the structure in English called Grammar. After given an explanation what grammar is (given example is the use “is” with “she” and “am” with “I”), they believed had learnt that kind of lesson. Thus, almost said yes. Many students (21students/84%) felt easy in learning Grammar. However, it is doubtful because the concept of grammar they just received from less example/explanation in the previous question seemed to be measly. The rest “no” students reasoned English structure is difficult to be memorized.

Beside students, some closed-questions were give to the teacher as well (*see appendix 5*). The answers showed the teacher merely used the textbook (Stairway) throughout the learning and teaching activities because she felt it is already suitable with the students’ characteristics (as she said in interview). Due to less structure explanation in the book, she taught the structure by giving notes and few exercises (as she said in interview).

Furthermore, the teacher admitted had not taught English structure through songs, stories, and games. It is assumed what the students learnt through songs, stories, and games (as they said in questionnaire) are not about English structure lesson.

4.1.4. Observation

Due to the late observation permission process, the merely class activities could be observed are review activities before the exam. However, from the review activities, it could be concluded already that the textbook was fully used. The observation was focused on the use of the textbook and the teacher consistently used the book when review the lesson. She asked the students to do the exercises the book provided and the exercises her created with the book as reference.

4.2. Findings

The findings of the main study were presented and discussed here in relation to the three research questions.

The existing learning material evaluation, the interview, and the questionnaires revealed the students' needs. To look at the needs, terms of necessities, lacks, and wants were able to considered (Hutchinson & Water, 1987). Necessities concern with what the learner has to know in order to function effectively in the target situation. While lacks concern with the gap between with what the learner has to know and what the learner knows already. Then wants are defined as what the learner want or feel they need to be learnt in order to enhance their motivation in learning.

The syllabus and existing learning material mostly covered language functions. In order to communicate in English properly, students have to know the expressions that will be used in certain situation according to the purpose of the communication itself. Based on the the textbook evaluation, it could be assumed

that the students had already learnt many expressions. The book mostly covered language points of vocabularies and function area. Language functions provided are expressions like asking and giving something. However, in order to use the function effectively, the learners have to get understanding of the structure or rules used in the expressions. The structure should be taught in deductively or inductively.

For instance in learning and teaching expressions of asking something, how they could produce and use the expressions appropriately if could not distinguish the distinction between “*can*” and “*could*”. Then, how they could produce and use the expressions of the past if they did not know *irregular verbs* and *adverbs of time* for example, and so forth. Still, there is inadequately structure explanation throughout the book; two measly explanation found within six chapters. In addition, from the book evaluation, it was revealed that mostly technique used was individual work. Whereas, group works are needed to enhance their sense of belonging (Scott, 1990).

Furthermore, in order to communicate properly, students has to be able to speak clearly. It can be started by learning to pronounce words. However, mispronunciation can be a problem or misunderstanding and the purpose of the communication cannot be delivered as well. Especially regarding kind of minimal pair in English does exist. Therefore the book provided listening and speaking section. In each listening activity, the book provided phonetic transcription as input or understanding of how pronounce something. The symbols in the transcription, in other hand, were assumed confusing for young learners. Even

though, the teacher helped pronounce or read it, it could be less precise as non native speaker and not authentic. Whereas, the learning materials should be realistic and authentic (Richard & Renandya, 2002).

Moreover, the learning materials should meet students' interest. The lesson should be presented in interesting ways. When children are interested in their learning and the task matches their level of understanding, they are motivated to learn (Richard & Renandya, 2002; Tomlinson, 2008). Songs, stories, and games can be considered as interesting medium of learning based on students' answers in the questionnaire. The lesson can be integrated with those kinds of medium. Because good learning material also ideally should be integrated and included auditory input as meaningful input (Richard & Renandya, 2002; Nunan, 2005).

Teachers should fulfill the needs of the students in learning as their roles of information provider and learning facilitator (Harden & Crosby, 2000). Teachers will teach what the students have to learn. Textbook as learning material is a main tool that facilitate the learning and teaching process (Thomlinson, 1998).

Regarding the teacher's perceptions of students' needs on supplementary grammar materials, teacher feel she should find additional learning materials that give more explanation and understanding about English structure or grammar, more auditory input, and more interesting medium in learning grammar.

In learning English, the students have positive attitude. They are interested learning through songs, stories, and games although few of them feel doubtful. Those interesting ways have been given except in teaching grammar. Asking about grammar, all students answered they did not know if the structure in English

called Grammar. After given an explanation what grammar is (given example is the use “is” with “she” and “am” with “I”), they believed had learnt that kind of lesson. Many students felt easy in learning Grammar and the rest reasoned English structure is difficult to be memorized.. However, it is doubtful because the concept of grammar they just received from less example/explanation in the previous question seemed to be measly.

The findings based on the data analysis can be summarized as columns below:

	students' interest	have been taught	provided in the textbook
songs	like	yes	very few
stories	like	yes	few
games	like	no	very few

Chapter	Language functions/Expressions	Structures used	Structures explanations/exercises
8	Compliment: What a clever boy!	verb <i>be</i> adjectives degree of comparison	picture 1 picture 2
9	Invitation: Let's go to the sea!	simple present	picture 3
10	Gratitude: Thank you for the candies!	countable & uncountable nouns quatifier	no provided
11	Telling time: I usually get up at half past four.	simple present	no provided
12	Expressing dates,	past	no provided

	months, & years: I was born on July.		
13	Agreement: I think so.	simple present modal should	no provided

Based on the findings, language component which the fourth graders most needed in order to perform the expressions or language functions is structures explanation and exercises. Seen from the expressions, simple structures can be started from verb *be*, adjectives, simple present, and so forth. However, the existing materials inadequately address those needs. In order to produce the expressions, they have to understand the use of related structures. Furthermore, they need songs, stories, or games as medium in learning English especially the structures. Those medium commonly present simple structure and meet with the learners' characteristics. Thus, those can motivate them and make the lesson easily grasp.